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ABSTRACT

Project TEACH (Technological Enrichment and Achievement for Cambodians and Hispanics) completed the first year of a 2-year extension of federal funding. Administered by Theodore Roosevelt High School's foreign languages and bilingual education department, the project's major goal was to provide students with bilingual instruction in computer technology and business. It served 247 new students of limited English proficiency in grades 9-12. These students were all from low-income families and had little formal education before immigration. The project offered courses, including English as a Second Language (ESL), Spanish, bilingual content areas, computer technology, and business. Project TEACH provided personal counseling, staff development, and parent involvement activities. Students achieved program objectives for ESL, native language arts, and attendance. Objectives were partially met for content area courses, staff development, and parent participation. Major program strengths continue to be academic, career, personal counseling, and a high attendance rate. Major weaknesses include a low level of parent participation and an inability to offer native language arts to Cambodian students. Recommendations for improvement include increasing parent attendance at ESL and computer classes by holding these classes on weekends, and increasing activities for helping Khmer and Hispanic students understand each other's cultures and values. (Author/MSE)

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EVALUATION SECTION REPORT

TECHNOLOGICAL ENRICHMENT AND ACHIEVEMENT FOR CAMBODIANS AND HISPANICS

PROJECT TEACH

1987-88

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June 1989

EVALUATION SECTION REPORT

TECHNOLOGICAL ENRICHMENT AND ACHIEVEMENT FOR CAMBODIANS AND HISPANICS

PROJECT TEACH

1987-88

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5/22/89

PROJECT TEACH*

1987-88

SUMMARY

- Project TEACH was fully implemented. During the school year 1987-88, students received instruction in English as a second language (E.S.L.), native language arts (N.L.A.), bilingual content area, computer technology, and business. The project also provided personal counseling, and staff development and parental involvement activities.

- Students achieved the objectives for E.S.L., N.L.A., and attendance rate. The project partially met its proposed objectives for content area courses, staff development, and parent participation.

Project TEACH (Technological Enrichment and Achievement for Cambodians and Hispanics) completed the first year of a two-year extension of Title VII funding in June 1988. Administered by Theodore Roosevelt High School's department of foreign languages and bilingual education, the Project's major goal was to provide students with bilingual instruction in computer technology and business. In 1987-88, the project served 247 newly arrived students of limited English proficiency (LEP) from the Caribbean, Central America, and Cambodia in grades nine through twelve. Virtually all belonged to low-income families, and many had received only a sporadic formal education in their native countries.

The project offered a wide range of courses, including English as a second language (E.S.L.), Spanish, bilingual content areas, computer technology, and business. The project's computers were used increasingly to assist students in their academic preparation, as well as to teach them computer technology. The project also provided counseling services. Staff development took place primarily in the form of outside courses and in-service workshops. Parental involvement consisted of weekly E.S.L. and computer classes, parent-teacher conferences, and cultural activities.

Students were placed in the program on the basis of their performance on the Language Assessment Battery (LAB), through interviews and records as well as parental requests and teacher recommendations.

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*This summary is based on the final evaluation of the "Project TEACH 1987-88" prepared by the OREA Bilingual Education Evaluation Unit.

Students made statistically significant gains on the LAB and on La Prueba de Lectura, thus meeting the program objectives for E.S.L. and N.L.A. The students achieved the objective for content area courses (except math in the fall) and the objective for attendance. The project partially achieved its objective in staff development and parental participation; fifty percent of the staff were involved in other than in-service training, and over 60 percent of students' parents visited the program to check on their children's progress. The Office of Research, Evaluation, and Assessment used students' scores on the LAB, course grades, attendance data, interviews of project and school personnel, and classroom observations to evaluate the project.

As in previous years, academic, career and personnel counseling remained the program's major strengths. The most positive aspect of the program was the high attendance rate of its students. The major weaknesses of the program were the low level of parental attendance and the inability to offer N.L.A. classes to Cambodian students.

The conclusions, based on the findings of this evaluation lead to the following recommendations:

- To increase attendance at E.S.L. and computer classes for parents, the project should consider holding them on weekends .

- Since TEACH serves groups that are culturally as well as linguistically very different, the project should have more activities designed to help Khmer and Hispanic students understand each other's culture and values.

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TABLE OF CONTENTS

PAGE

I. INTRODUCTION.....1

School and Community Context.....2

II. PROGRAM DESCRIPTION.....3

Organizational Structure.....3
Student Placement, Programming, and Mainstreaming.....4

III. STUDENT CHARACTERISTICS.....6

IV. FINDINGS.....10

Instructional Activities.....10
English as a Second Language.....10
Native Language Arts.....12
Business Vocational/Career Courses.....14
Noninstructional Activities.....16
Attendance.....16
Job Counseling and Placement.....17
Staff Development.....18
Parent Participation.....18

V. CONCLUSIONS AND RECOMMENDATIONS.....20

LIST OF TABLES

PAGE

TABLE 1: Number and Percent of Program Students by Country of Birth.....7

TABLE 2: Number of Program Students by Age and Grade.....8

TABLE 3: Pretest/Posttest N.C.E. Differences on the Language Assessment Battery.....13

TABLE 4: Passing Rates in Mathematics and Keyboarding/Computer Courses.....15

I. INTRODUCTION

Theodore Roosevelt High School has offered bilingual educational programs to students of limited English proficiency (LEP) since 1975. For the most part, these programs have focused upon Hispanics, who presently constitute about 58 percent of the school's population. In recent years, however, bilingual services have been extended to Roosevelt's rapidly growing Vietnamese and Cambodian population, which presently constitutes seven percent of the student body. The school's proportion of LEP students--22.3 percent--is much higher than the citywide rate of 6.1 percent and the boroughwide rate of 7.7 percent.

The major goals of Technological Enrichment and Achievement for Cambodians and Hispanics (Project TEACH) are to facilitate students' linguistic and cultural adjustment to American society and to prepare them for the job market. This year, it served 168 Hispanic, 76 Cambodian, one Hungarian, and two American-born students.

Project TEACH provided instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), and content area and career subjects. Hispanic students learned content area and career subjects from bilingual teachers, while Cambodians and other Khmer-speaking students learned them from monolingual teachers with the help of two Khmer-speaking paraprofessionals. All program students joined mainstream students in music, art, gym, and some business classes. E.S.L. was offered at beginning, intermediate, and advanced levels.

Seven levels of N.L.A. were available to Spanish-speaking students. Because the school could not recruit a qualified teacher, it could not offer Khmer N.L.A. The goal for all LEP students was to gradually increase their use of English so that they would be ready for mainstreaming by the twelfth grade.

SCHOOL AND COMMUNITY CONTEXT

The central Bronx neighborhood surrounding Theodore Roosevelt is populated primarily by low income families.

The principal and administration strongly backed Project TEACH. The principal tried hard to get funds to retain staff and maintain activities that had lost Title VII funding. The principal observed that TEACH's emphasis on computers, business education, and secretarial/managerial skills development made the project a virtual bilingual business institute. He, along with the project director, was responsible for launching a program to increase parental involvement.

However, according to the director and other staff members, the project suffered from the students' poverty, low level of literacy in the native language (particularly for Dominican and Cambodian students), a high student turnover rate, and a lack of Khmer-speaking staff.

II. PROGRAM DESCRIPTION

ORGANIZATIONAL STRUCTURE

Project TEACH was centralized under Theodore Roosevelt High School's department of foreign languages and bilingual education, except for certain mathematics classes that the mainstream mathematics department supervised. The director felt that the bilingual program's centralized structure made it easy to maintain good communication and coordination among staff serving the LEP students but felt that centralization would have been more effective had there been a separate bilingual/E.S.L. department.

FUNDING/CAPACITY-BUILDING

Although the Title VII budget was cut, program implementation was not affected, largely because tax-levy and other funds replaced the monies. For example, this year the school used tax-levy funds to purchase video recording equipment.

STAFFING

Title VII funded the project director on a 40-percent basis; a bilingual secretary on a 60-percent basis; two full-time paraprofessionals; one full-time family assistant; and one full-time resource teacher. Of other staff who worked with project students, Chapter I supported seven E.S.L. paraprofessionals and two E.S.L. classroom teachers. Tax-levy

funds paid for a dean, guidance counselor, secretary, and a content area teacher (all bilingual) as well as one E.S.L. teacher, one E.S.L. content area teacher, one native language arts teacher, a coordinator, and a paraprofessional. The remaining staff were supported by tax levy, P.C.E.N., Chapter I, and Language Handicapped (Module 5b) funds.

The project director spent all of her Title VII-funded time administering and supervising the program. The teachers and most professional members of the Title VII staff had at least a master's degree, and all the E.S.L. teachers were licensed. Staff members had an average of 10 years' experience in bilingual education.

STUDENT PLACEMENT, PROGRAMMING, AND MAINSTREAMING

Limited English proficiency, as indicated by performance on the Language Assessment Battery* (LAB), interviews and records as well as parental requests, and feeder school and teacher recommendations, were the major criteria for selecting students to participate in TEACH. Mainstreaming was based on student performance on the LAB. The average length of stay in the program was about two and a half years.

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*Language Assessment Battery (LAB) was developed by the Board of Education of the City of New York to measure the English-language proficiency of nonnative speakers of English in order to determine if their level of English proficiency is sufficient to enable them to participate effectively in classes taught in English. Students scoring below the twenty-first percentile on the LAB are entitled to bilingual and E.S.L. instruction.

TEACH continued to provide support services such as counseling and job placement to students after they were mainstreamed.

Former program students performed well when compared to their nonprogram classmates. Eight of the top ten members of the graduating class were former program students. Moreover, 90 percent of former program students had been accepted by postsecondary schools, and many had received special honors and scholarships. In June 1987, six former program students were given United Federation of Teachers Scholarships, two received Regents Scholarships, 16 received School of Cooperative Education Certificates of Competency, and one placed first in the E.S.L. Spelling Bee.

III. STUDENT CHARACTERISTICS

The 247 LEP students served by the project came from several Caribbean and Central American countries, from Hungary, and from Cambodia (see Table 1). The fact that all were eligible for the free-lunch program indicates that all came from low-income families. Because of socioeconomic conditions and political instability in their countries of origin, many students' educations had been interrupted. According to staff members and the project director, many had fewer than eight years of schooling, and some were illiterate in their native language. This situation has become more acute in recent years, especially among students from Cambodia and the Dominican Republic.

A high student turnover rate was a problem. Many students make frequent visits to their home country, hindering their academic progress. In addition, poverty forced many students to take after-school jobs that cut into the time available for homework.

Of the 199 students for whom data were available, 72 (36 percent) had been in the program for one year or less, 86 (43 percent) had been in the program for two years, 32 (16 percent) had been enrolled for three years, and nine (five percent) had been enrolled for four years.

Data for age and grade were available for 242 students (see Table 2). The largest numbers of students were in grades ten and eleven. Sixty-six percent of the students were overage

TABLE 1

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Cambodia	76	30.8
Dominican Republic	70	28.3
Puerto Rico	62	25.1
Honduras	7	2.8
Nicaragua	5	2.0
El Salvador	4	1.6
Guatemala	3	1.2
Colombia	2	.8
U.S.A.	2	.8
Costa Rica	1	.4
Venezuela	1	.4
Hungary	1	.4
Ecuador	13	5.3
Total	247	99.9*

*Total is less than 100 because of rounding errors.

- The largest single percentage of students came from Cambodia, followed by the Dominican Republic and Puerto Rico.
- Over 50 percent of participating students came from the Dominican Republic and Puerto Rico.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	3	0	0	0	3
15	5	12	0	0	17
16	11	13	11	0	35
17	5	27	21	4	57
18	5	20	22	13	60
19	5	17	8	3	33
20	4	4	13	6	27
21	0	3	4	3	10
TOTAL	38	96	79	29	242*
Overage Students					
Number	30	71	47	12	160
Percent	78.9	74.0	59.5	41.4	66.1

Note. Shaded boxes indicate expected age range for grade.
*Data were missing for five students.

- Sixty-six percent of program students were overage for their grade.
- Grade twelve had the lowest percentage of overage students; grade nine had the highest.

for their grade placement. Grade nine had the highest percentage of overage students; grade twelve had the lowest.

IV. FINDINGS

The Office of Research, Evaluation, and Assessment (OREA) evaluated accomplishment of the instructional program objectives in E.S.L., N.L.A., and business vocational/career courses. It assessed the accomplishment of noninstructional objectives in attendance, staff development, and parent participation.

INSTRUCTIONAL ACTIVITIES

English as a Second Language

- As a result of participating in the program, E.S.L. students will make statistically significant gains in English language achievement.

Implementation. All program students took E.S.L. and E.S.L. reading daily. Enrollment in elementary, intermediate, advanced, or transitional levels of E.S.L. depended on linguistic ability as determined by performance on the LAB and teacher-made exams and on teacher evaluations, guidance referrals, and interviews. Because of the large numbers of illiterate students among those who were overage, the program provided them with a pre-elementary-level class in reading and writing in their native languages. Elementary- and intermediate-level students received three periods of E.S.L. instruction per day; advanced and transitional students received two.

An OREA field consultant observed a pre-elementary-level class for Spanish speakers, most from the Dominican Republic. The teacher used words related to basic vocabulary about

animals, colors, and temperatures. Spanish and English instruction textbooks were used. Since the students in the class didn't know how to read and write, the teacher emphasized the most elementary grammatical forms. A paraprofessional went from desk to desk checking each student's answers and translating the lesson. The consultant noted that although this class had a paraprofessional, pre-elementary-level classes for Haitian and Asian students did not.

Outcomes. To assess student achievement in English reading, the OREA data analyst computed correlated *t*-tests and effect sizes* on students' N.C.E. scores on the LAB. The *t*-test determines whether the difference between pretest and posttest mean scores was significantly greater than would be expected from chance variation alone. The effect size evaluates whether the mean difference is educationally meaningful. Raw scores were converted into Normal Curve Equivalent (N.C.E.) scores.**

Complete LAB pretest and posttest N.C.E. scores were available for 93 students. There was a significant ($p < .05$) difference from the pretest to the posttest. Effect size ranged

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*The effect size, developed by Jacob Cohen, is a ratio of the mean gain to the standard deviation of the gain. This ratio provides an index of improvement in standard deviation units irrespective of the size of the sample. Effect size (E.S.) is interpreted to indicate educational meaningfulness, and an E.S. of .80 is thought to be highly meaningful, while one of .2 is considered to be only slightly so.

**Raw scores were converted to N.C.E. scores which are normalized standard scores. They have the advantage of forming an equal interval scale so that scores and gains can be averaged. For the norming population, N.C.E.s have a mean of 50, a standard deviation of approximately 20, and a range from one to 99. Scores can be compared to the norming population.

from .34 to .64, indicating low to moderate educational meaningfulness--students improved their performance on the LAB by one half of a standard deviation (E.S.=.50) (see Table 3). The project achieved its proposed objective in E.S.L.

Native Language Arts

- As a result of participating in the program, Spanish-speaking students will show statistically significant gains on La Prueba de Lectura.

Implementation. While the original proposal included Khmer N.L.A., neither the Board of Education nor the school could locate a licensed Khmer-language teacher. The school, therefore, could not provide Khmer N.L.A. Three Cambodian paraprofessionals used Khmer to assist students in mainstream courses.

Outcomes. The assessment instrument used to measure gains in reading and writing in Spanish was La Prueba de Lectura Level 3, Forms A and B.* Complete La Prueba de Lectura data were available for 71 participating students enrolled in Spanish N.L.A. classes. Because the publishers recommend local norms, and programs do out-of-level testing, OREA based its analysis on raw score gains rather than on standard score gains.

OREA data analysts determined the statistical significance of the mean gain by using the correlated t-test model, which demonstrates whether the mean gain is larger than would be

*La Prueba de Lectura, San Antonio, Texas: Guidance Testing Associates, 1980.

TABLE 3

Pretest/Posttest N.C.E. Differences on the Language Assessment Battery, by Grade

Grade	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference Mean	Difference S.D.	t value	E.S.
9	24	5.5	7.5	10.6	12.4	5.1	8.0	3.10*	.64
10	29	7.5	8.1	13.3	12.2	5.8	9.0	3.48*	.64
11	39	14.5	8.8	18.0	11.2	3.5	10.3	2.10*	.34
12	1	7.0	0	10.0	0	3.0	-	-	-
Total	93	10.0	9.0	14.6	12.0	4.6	9.2	4.81*	.50

* $p < .05$.

- Students in all grades except twelfth showed a significant pretest/posttest N.C.E. gain.
- Since scores were available from only one student in the twelfth grade, significance of difference was meaningless for that grade and Project TEACH met its E.S.L. objective.

expected by chance variation alone, and the effect size which indicates educational meaningfulness. The pretest mean was 64.5 and the posttest mean was 67.7, showing a mean gain of 3.2, which was statistically significant ($p < .05$). Eighty-five percent of the students taking Prueba de Lectura evidenced a gain. The effect size of .88 has significant educational meaningfulness. The program met its N.L.A. objective.

Business Vocational/Career Courses

- At least 70 percent of the students enrolled in the career and/or computer classes will attain the criterion level set on teacher-made exams.
- At least 70 percent of the students enrolled in business arithmetic will attain criterion level set on teacher-made tests.
- At least 25 percent of the participants in the Bilingual Career and Business/Computer Program will be partially mainstreamed in the English language career/business program at Theodore Roosevelt High School.

Outcomes. Table 4 presents students' passing rates in mathematics and keyboarding/computer courses. Students met the proposed objective for keyboarding/computer courses both semesters, as they did with mathematics in the spring semester. Although they fell somewhat short of the objective for mathematics in the fall, a computation of a weighted average for the year shows that, overall, the program achieved both objectives.

Available data reveal that only four students were fully mainstreamed. No information was provided about partial

TABLE 4

Passing Rates in Mathematics and Keyboarding/Computer Courses

Course	Fall		Spring		Total	
	Number of Students	Percent Passing	Number of Students	Percent Passing	#	Percent Passing
Mathematics*	157	68.2	128	79.7	285	73.3
Computer Literacy/ Keyboarding	140	87.1	77	94.8	217	89.9

* Mathematics included remedial math, fundamental math 1-2, pre-algebra, sequential mathematics 1-3, algebra 1, and computer-assisted mathematics.

- Except in the fall semester, over 70 percent of particpating students passed their mathematics and computer literacy/keyboarding courses.

mainstreaming. Therefore, OREA could not assess the objective dealing with mainstreaming.

NONINSTRUCTIONAL ACTIVITIES

Attendance

- Participants in the bilingual program will have an overall attendance rate higher than that of mainstream students at Theodore Roosevelt High School.

Attendance was a high priority for project TEACH. When students did not attend school, the project took appropriate measures. Whenever a student was absent more than three times, the project sent a letter home and called the student's parents. In more serious cases, the family assistant visited the family and tried to determine the cause and find a solution for the poor attendance.

In addition to the project's own strategies to improve attendance, a schoolwide dropout prevention program gave awards to students with good attendance records. The principal noted that the bilingual students had won a disproportionate number of these awards. In the spring, the school inaugurated "Minerva," a tutoring program designed to prevent dropouts by improving academic performance and helping students find part-time jobs. Also to help discourage dropping out, Project TEACH developed "CRACK ALERT," a campaign against crack use. Project TEACH distributed leaflets in English, Spanish, Vietnamese, and Khmer to parents and students, explaining what crack is, how it is consumed, its effects on the body, its dangers, and where help

can be obtained.

Attendance Outcomes. Since the school's attendance rate includes the attendance of program students, OREA used a z-test for the significance of a proportion* to determine if the difference between one proportion (the program's attendance) and a standard proportion (the school's attendance) was greater than could be expected by chance variation.

Program students had an attendance rate of 89.07 percent in the fall and 87.92 in the spring, 14 and 15 percentage points above the schoolwide attendance rate. The results of the z-test indicate that the difference in attendance rates is statistically significant ($p < .05$). Thus, the program met the attendance objective.

Counseling and Job Placement

As part of its dropout prevention program, Roosevelt offered counseling and part-time jobs to program students. In addition, according to the bilingual guidance counselors, Roosevelt referred overage students and students with severe literacy problems to the School of Cooperative Technical Education in Manhattan for training in such skills as computer-assisted drafting and design, electronics and computer repair, building maintenance and repair, gas and electric welding, air conditioning and refrigeration, etc.

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*Bruning, J.L. and Kintz, B.C., Computational Handbook of Statistics (Glenview, IL: Scott, Foresman and Company, 1968).

Staff Development

- Fifty percent of the staff will be involved in other than in-service training, including courses, professional seminars, workshops and conferences.
- One hundred percent of the staff will be involved in in-service training, such as the development of computer-assisted curriculum suitable for E.S.L., native language arts, and content areas.

According to the director, many of Project TEACH's staff members enrolled in outside instruction training. Six program teachers, four paraprofessionals, and the computer resource specialist enrolled in university courses. The project director attended workshops and conferences sponsored by the Office of Bilingual Education of the New York City Board of Education and the New York City State Education Department. The project met the first staff development objective.

The project director and other professional staff members attended monthly meetings on such subjects as effective communication, computers, E.S.L., attendance and school improvement. Since the project did not provide attendance data, OREA was unable to determine whether the in-service staff development objective was achieved.

Parent Participation

- At least 60 percent of the parents of student participants will visit the program once during the year to check on the progress of their children.
- At least 80 percent of the parents will participate in evening classes for high school equivalency preparation, E.S.L. instruction and/or career/computer training.

Project staff as well as the principal confirmed that over 60 percent of the students' parents had visited the program to check on their children's progress. Project personnel contacted those who did not visit by phone and advised them of their children's accomplishments at school. The project met the first objective in parent participation.

Thirty to 60 parents attended a weekly Project TEACH E.S.L. class, and a smaller number attended a weekly computer class. Both classes were held on weekday evenings. According to program staff, enrollment was low at both classes because many parents held two jobs or had childcare responsibilities. The project did not meet the second parent participation objective.

The parent advisory council held five meetings, attended by a total of 212 parents. The project also conducted four parent-teacher conferences, attended by 590 parents, and two workshops, attended by a total of 40 parents.

Roosevelt sponsored a number of cultural activities for bilingual program students and parents. For example, Project TEACH held a Cambodian food, music, and dance festival. The participants included the principal, most program students and many parents.

V. CONCLUSIONS AND RECOMMENDATIONS

In its fourth year of operation, Project TEACH provided services to students, parents, and staff members and effectively coordinated their services with those offered by the rest of the school.

Both bilingual and mainstream teachers as well as paraprofessionals said they were very satisfied with the performance of students in the project. Several students expressed considerable satisfaction with their academic activities. All those interviewed (students and staff) agreed that the program was an important source of psychological support. This was significant since many students had serious problems stemming from poverty, cultural and geographical displacement, and family difficulties.

One of the most positive aspects of Project TEACH is its high attendance rate. All the professional staff members interviewed, including the principal, noted that students were very enthusiastic and highly motivated to attend school. They felt that the individual counseling and follow-up students received helped motivate them to attend regularly.

A review of student achievement data indicates that students in E.S.L., Spanish N.L.A., keyboarding/computer, and mathematics classes made significant academic gains. The attendance rate of program students was significantly higher than that of the total school population.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- To increase attendance at E.S.L. and computer classes for parents, the project should consider the alternative of holding them on weekends.

- Since TEACH serves groups that are culturally as well as linguistically very different, the project should hold more activities designed to help Khmer and Hispanic students understand each other's culture and values.